2009 DRAFTING REQUEST

Bill

Received: **09/29/2008**

Received By: **pgrant**

Wanted: **As time permits**

Identical to LRB:

For: **Administration-Budget**

By/Representing: **Skwarczek**

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Drafter: **pgrant**

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Addl. Drafters:

Subject: **Education - school boards**
Education - state superintendent
State Finance - bonding

Extra Copies: **TKK**

Submit via email: **NO**

Pre Topic:

DOA:.....Skwarczek, BB0122 -

Topic:

Bonding for science, technology, engineering, and mathematics (STEM) classrooms and grants

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Instructions:

See attached

Drafting History:

Vers.	Drafted	Reviewed	Typed	Proofed	Submitted	Jacketed	Required
/?	pgrant 10/09/2008	bkraft 10/16/2008		_____ _____			S&L
/1	pgrant 01/22/2009	bkraft 01/22/2009	phenry 10/17/2008	_____ _____	sbasford 10/17/2008		S&L
/2			rschluet 01/22/2009	_____ _____	sbasford 01/22/2009		

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/?	pgrant 10/09/2008	bkraft 10/16/2008		_____ _____			S&L
/1		/2 bjk 1/22	phenry 10/17/2008	_____ _____	sbasford 10/17/2008		

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Instructions:

See attached

Drafting History:

Vers.	Drafted	Reviewed	Typed	Proofed	Submitted	Jacketed	Required
/?	pgrant	/1 bjk 10/16	10/16 pg	10/16 pg 8f			

FE Sent For:

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2009-11 Budget Bill Statutory Language Drafting Request

- Topic: Wisconsin Education for STEM
- Tracking Code: BB0122
- SBO team: Education, Children & Families
- SBO analyst: Marta Skwarczek
  - Phone: 266-5468
  - Email: Marta.Skwarczek@Wisconsin.gov
- Agency acronym: DPI
- Agency number: 255
- Priority (Low, Medium, (High)):

Brief Description of Intent:

This proposal will provide up to $5,000,000 bonding revenue (BR) in FY11 on a competitive grant basis to school districts that wish to undertake capital projects (new construction, remodeling, major equipment purchases) to create state-of-the-art learning environments for Science, Technology, Engineering, and Mathematics (STEM) classes in high schools and middle schools (known as STEM Stewardship grants). This program will operate over a five-year period, from FY11 through FY15, providing $25 million in total BR. Statutory language will be needed to authorize the Department to create administrative rules for evaluating grant proposals in conjunction with the Division of State Facilities in the Department of Administration (DOA), and to set up accountability provisions to ensure proper expenditure of the grant awards. In addition, a new GPR debt service appropriation will need to be established in the Department under s. 20.255 (1) (dg), Wis. Stats., as well as a new capital improvement fund appropriation in s. 20.866, Wis. Stats., to authorize the release of state bonds for this purpose.

10-11 14-15

A network of four STEM academies is also established by this proposal. Statutory language will be needed to authorize the Department to create administrative rules addressing site selection and operational procedures for the academies. In addition, a new categorical aid grant will need to be established under s. 20.255 (2) (fv), Wis. Stats., for the STEM academies.

The Department requests to change the sunset date in the statutes regarding Project Lead the Way. Since the statute currently reads that no funds can be encumbered from this appropriation after June 30, 2009, it is necessary to change the date to allow for expenditures to occur. The Department requests that the sunset date be changed to June 30, 2011.

Related Stat. Citations:

Create s. 20.255 (1) (dg), Wis. Stats. - Principal repayment and interest for STEM infrastructure projects under s. 20.866 (2) (zha); estimated to be $400,000 GPR in FY11.

Create s. 20.255 (2) (fv), Wis. Stats. - Science, technology, engineering, mathematics academies; concerning grants, site selection and operational procedures for the academies established under s. 115, Wis. Stats.

Create s. 20.866 (2) (zha), Wis. Stats. - STEM Stewardship projects; a sum sufficient for the building commission to provide grants to school districts for science, technology, engineering and mathematics classroom capital improvement projects. State may contract debt not to exceed $25,000,000 for this purpose.

Amend ch. 115, Wis. Stats., to establish the physical capacity bonding program (competitive grants for STEM Stewardship capital projects in public middle and high schools).

Amend ch. 115, Wis. Stats., to establish the regional STEM academies.

Amend appropriate statutes to provide administrative rulemaking authority for the Department to evaluate physical capacity grants (competitive grants for capital projects) and to develop accountability provisions.

Amend appropriate statutes to provide administrative rulemaking authority for the Department regarding site selection and operational procedures for the STEM academies.

Amend s. 20.255 (3) (dn), Wis. Stats., to extend the sunset date of Project Lead the Way funding to June 30, 2011.

DPI 2009-11 BIENNIAL BUDGET REQUEST

DECISION ITEM 4001 – WISCONSIN EDUCATION FOR STEM

108 – Principal repayment and interest for STEM infrastructure
s. 20.255 (1) (dg) – New
283 – Grants for science, technology, engineering and mathematics programs
s. 20.255 (2) (fz)
285 - Science, technology, engineering, mathematics academies
s. 20.255 (2) (fv) - New
315 – Grant to project lead the way
s. 20.255 (3) (dn)

FISCAL SUMMARY		
	2009-10 Request	2010-11 Request
Grants GPR	$450,000	$2,188,500
State Ops GPR	$53,000	$148,000
Debt Service GPR	$0	$400,000
Bond Revenue	$0	$5,000,000
Total Request	$503,000	$7,736,500

Request/Objective

The Department requests funding for the following programs to assist high schools and middle schools conduct state-of-the-art instruction in Science, Technology, Engineering, and Mathematics (STEM): *Component #1: Physical capacity (STEM Stewardship) grants:* $5,000,000 Bonding Revenue (BR) in FY11 for STEM grants to school districts for capital projects providing technological improvements to STEM classrooms; $400,000 GPR in FY11 for annual debt service costs; *Component #2: Programmatic (non-physical capacity) requests:* Increase the current STEM grant program under s. 20.255 (2) (fz), Wis. Stats., by $938,500 GPR (for a total of $1,000,000 GPR) in FY11 to address achievement and participation gaps in STEM coursework and in career pursuits in these fields; *Component #3: Establishment of four STEM academies* to provide intensive training to STEM educators: $253,000 in FY10 and $1,148,000 in FY11; and *Component #4: Project Lead the Way*: Continue to provide $250,000 GPR in FY10 and FY11 for annual grants to Project Lead the Way (PLTW) to provide discounted professional development services and software for participating high schools in this state.

Background/Analysis of Need

Component #1: Physical Capacity--STEM Stewardship

A "STEM Stewardship Fund" is proposed to help Wisconsin middle and high schools modernize their classrooms so they can accommodate dynamic STEM courses that will help to create a high-tech workforce, raise the bar for educational excellence, re-invigorate the state's economy, and permit a higher standard of living and more economic security for generations of Wisconsinites. Pennsylvania and Alabama have established STEM programs dealing with physical capacity.

Wisconsin's physical capacity proposal is based on the belief that local school districts know best what types of improvements are necessary to their middle and high school classrooms to make them suitable to accommodate state-of-the-art STEM instruction. The proposed Wisconsin "STEM Stewardship" program would provide up to $5,000,000 BR each year to districts, beginning in FY11. The program is designed to continue for five years for a total expenditure of $25,000,000 BR. Districts would be invited to submit their proposals for capital improvements to the Department for review, in conjunction with the Division of State Facilities in the Department of Administration. Administrative

rules will be developed for evaluating and approving grants, and to set up accountability provisions to ensure proper expenditure of the grant awards. STEM Stewardship grant recipients would be required to send their affected teachers to a specified period of professional development as a condition for receiving their grant. This training will be run through the STEM academies (see Component #3). The Department's request for $100,000 GPR in professional development funds in FY11 would be used to develop seminars on program design, assessment, and best practices in STEM education for teachers whose classrooms are being renovated. This request, if granted, will utilize 20-year bonds, with annual debt service costs of approximately $400,000 at five percent interest. Total FY11 costs for Component #1, Physical Capacity: $5,000,000 BR for STEM capital projects; $400,000 GPR for debt service costs.

Component #2: Expand current STEM grant program

The response to the grant program in its first two years of operation has been positive. Thirty-six grant applications requesting a total of $170,450 were received in FY08 and 13 of those grants were approved. Twenty-six grant applications were received for FY09 requesting a total of $122,912 and 14 were granted. Unfortunately, only $61,500 was available in each year of the biennium so many applications needed to be denied. While this money is being put to good use, the size of the appropriation is too small to be used for anything but incremental projects. It is believed that this discourages some districts with creative and workable (but bolder) plans from applying at all. The Department proposes expanding the existing STEM grant program from its current $61,500 GPR per year to $1,000,000 GPR per year beginning in FY11. (FY10 will be a year for LEAs to organize, plan, and apply.) Grants are not to exceed $25,000; it is anticipated that the average grant will be roughly $20,000 - $25,000. Such grants will make a more significant impact on the local project and will sustain it for a longer period of time. Therefore, because of the greater financial commitment on the state's part, grant applicants will be expected to undergo a rigorous process through which the applicant must demonstrate that if the grant is awarded, *transformational change will take place* and the grant will have an *impact on many pupils*. In addition, successful applicants will need to show how the grant will affect *targeted pupil populations* after the initial year of grant applicability (e.g., long-term impact through course changes, increased options for credit in science and mathematics, connections with local businesses to sustain and provide future funding for the program/project, etc.). Representatives from various regional economic workforce development boards (e.g., New North, M-7) will be included as reviewers of the grants to ensure that grant activities align with current STEM workforce needs. Examples of projects that grants could be awarded for are listed below:

Develop new science equivalency courses: The process is in place to provide equivalency credit in science for courses in agricultural science and technology and engineering education. Districts or a group of districts would be encouraged to develop new courses that would provide science equivalency credit, giving pupils the opportunity and the incentive to participate in more career and technical education courses and meet high school graduation requirements either on campus or via virtual means. It is assumed that a district could accomplish this task for $25,000 per course (cost for curriculum and materials), based on teams of four to five members working for 160 hours.

Explore and develop equivalency courses for mathematics, similar to science: Districts could propose to work with local secondary and postsecondary institutions to create courses integrating mathematics with other courses, such as agriculture, auto technology, business/marketing, health, and information technology that would be acceptable to both levels for mathematics equivalency credit. It is assumed that a district could accomplish this task for $25,000 per course (cost for curriculum and materials), based on teams of four to five members working for 160 hours.

Increase integrated and connected curriculum across STEM in local districts: Develop new approaches that will help pupils, teachers and administrators to see the connectedness of their curriculum, instruction, and pupil learning to STEM careers. The integration of technology and engineering into mathematics and science courses will promote learners to integrate their new skills into their everyday life and apply their newly acquired knowledge and skill. The estimated cost for development and evaluation is $10,000 for each area of integration.

Increase PK-16 alignment, assessment, and articulation: Educators and policymakers will seek increased collaboration between kindergarten through grade 12 and postsecondary education systems. The purpose is to improve pupils' education by eliminating the disjuncture that results from two separate systems. A more seamless system may better integrate high school graduation standards and requirements for admission into college credit-bearing coursework, increase pupil access to higher education, and reduce high rates of academic remediation at postsecondary institutions. Expanding the role of the state's current PK-16 Leadership Council could support this effort. The development of the seamless system will need the collaboration of PK-12, all postsecondary systems, and policymakers. The cost of funding local collaborative groups is $15,000 per group.

Change career awareness and development system: Changing the career awareness activities in PK-12 school systems will help expand pupil understanding of the world of work by identifying career pathways and specific occupations, developing respect for workers in all fields, locating and researching information about specific occupations, and developing an initial understanding of educational and training requirements. Wisconsin's Comprehensive School Counseling model links with this development of career pathways and individualized learning plans for all high school pupils. The activities associated with the career awareness can be developed by counselors and business individuals and delivered electronically or using hard copies. It can also be translated to other languages to accommodate the parents of English as Second Language (ESL) pupils. Job shadowing can provide an excellent opportunity to all pupils and teachers to explore the career paths. This may need 80 hours for development and dissemination, approximately $12,500 per school.

Increase Advanced Placement (AP) and other advanced coursework with support to help all pupils be successful: The key is increasing support to pupils currently under-represented in STEM fields in middle and high schools years. Small, rural and low-income schools face particular challenges in offering AP courses. Supporting vertical teaming in school districts and among small, rural districts will increase communication and collaboration between each grade level, resulting in aligning the curriculum and providing a carefully designed sequence of courses with increased complexity and rigor at each grade level from middle school (grades 6-8) to high school (grades 9-12). Results would include decreased repetitiveness of themes and concepts and increased rigor, depth, and demand of critical thinking skills and success in advanced level courses. In addition, districts and/or groups of districts could target low-income schools or under-served pupil populations and those under-represented in STEM fields, providing training in how to differentiate their classroom instruction and/or virtual classrooms and preparation to meet the needs of pupils. Low-income middle school pupils will be provided further academic and personal support. In addition, traditionally under-served pupils and children of parents who did not attend college may not be aware of the benefits of an AP course and exam taking, or may not be exposed to courses in the middle and early high school grades that will ensure they are adequately prepared for challenging AP course content. Course offering would require training teachers, integrating the curriculum both within and among districts, purchasing materials for pupils, and paying fees associated with the course. This will require about $12,500 per course for an average classroom.

Work-based learning in STEM related business and industry: The development of the work-based STEM education system will provide pupils the opportunity to connect their learning in the classroom to the needs and demands of higher education and the workplace. Work-based learning provides onsite work experience, and training and mentoring that expose the pupil to all aspects of a given industry. The activities associated with STEM work-based learning can be developed by counselors and business individuals and delivered electronically or using traditional means. It can also be translated to other languages to accommodate the parents of ESL pupils. Job shadowing can provide an excellent opportunity to all pupils and teachers to explore different career paths. This may need 80 hours for the development and dissemination, approximately $12,500.

Component #3: Establish four STEM academies in the state

The Department recommends the establishment of four STEM academies in Wisconsin by the fall of 2010. Academies will be spread across different Economic Development Regions (EDR) or Workforce Development Regions (WDR) of the state, thus providing statewide coverage. Additional academies will be added in other EDR or WDR as the four academies opening in the fall of 2010 prove their success. Each STEM academy will link with local businesses, industries, and workforce resources, collaborating with the EDR or WDR to influence the curriculum by identifying critical skills, knowledge, and relevant applications. The applicant must come from a regional PK-16 Leadership Council, providing a tangible activity and focus for the necessary groups to come together around a common goal. (These regional PK-16 councils have been urged in the past and did not materialize, partly due to the lack of a visible, attainable project.) Focusing on identified career pathways, each STEM academy will offer pupils specialized coursework. Through distance learning networks, pupils will tap these opportunities regardless of the location of their school district. The academies will focus on the identification of career pathways, based on analysis of regional labor statistics, jobs, and pupil achievement data. The academies will also link with the Governor's GROW agenda and place emphasis on the following 21st century areas for Wisconsin's economic development: health care, agribusiness-forestry-biotechnology, renewable energy, and advanced manufacturing. A four-part plan will be utilized to guide the academies and the schools they serve to excellence in STEM instruction. Each of the elements of this plan is described below:

Part 1: Devise multiple curricular models and specific unit plans. Key staff from each of the four regional STEM academies will spend the first nine months of FY10 developing model curriculum and unit plans and in some cases develop methods for collaboration among Wisconsin's smallest districts to implement the career models and unit plans. The target for the plans will be high school juniors and seniors. Key mathematics, science, and technology standards will be addressed, using innovative coursework and research-proven instructional strategies. The first step will be to determine those standards in which pupils are under-performing. This will entail an analysis of state level data at the item cluster level to hone in on those areas where pupils need the most help. Finally, with the content needed to be taught and the process used to teach pupils known, teams of experts from each academy will collaboratively develop models, being facilitated by content experts in math, science, technology, and service learning from RMC Research.

Part 2: Provide professional development on the models and unit plans and demonstrate the process for devising or customizing one's own teaching to incorporate or improve effective instructional approaches designed to meet specific STEM content standards, including such pedagogies as service learning (FY11). Regional training will feature development of a shared vision and mission, learning about the foundations for building curricular models and unit plans that address STEM issues, learning about the specific models and unit plans and what constitutes acceptable variation. Teams will have ample opportunity to plan for implementation, and will assess the types of support needed for effective and sustained practice. Academies will then plan for the ways they will support the demonstration sites. If customized plans are developed, the experts at the institute will provide feedback to ensure that the curriculum models or unit plans are consistent with best practice. During FY11, all four academies will implement their plans. They will be asked to submit quarterly reports of progress, and they will have technical assistance available to them on an "on call" basis to help them with any challenges they undertake. During state STEM networking meetings, they will be given an opportunity to meet to share their experiences and lessons learned. In the spring of 2011, an evaluation of outcomes and assessment of lessons learned will be collected formally.

Part 3: Provide strong STEM content, courses, and experiences for juniors and seniors to pursue STEM interests and careers. Each regional academy will provide courses and other STEM experiences not currently available to pupils, using the curriculum models and unit plans created by the development team. Distance learning opportunities will expand these experiences to serve broad areas of the state, with innovative approaches such as work-based learning and service learning providing meaningful connections with the local community.

Part 4: Develop a "cascade" professional development through co-teaching experiences at the academy, mentoring, and an in-depth summer institute for any interested sites. In late spring 2011, the institute training will be revised as needed. During the summer or early fall, each academy will offer the institute to any interested school. The same levels of support will be available to the schools that participate, and quarterly progress reports will be expected. Evaluations of quality of implementation and impact will take place and lessons learned will be captured

Research-based evidence of effectiveness of the approach above: This approach to professional development with strong models and unit plans, pilot and demonstration sites, and professional development cascades have a strong history of success. For example, the National Science Foundation-funded *Math in the Middle* process, developed by the University of Nebraska-Lincoln showed that teachers who were most successful at learning and implementing high quality middle school mathematics had models of high quality practice that were directed at meeting identified content area needs; strong professional networks and learning communities for support; ongoing professional development; incentives through peer expectations and modeling; and scale-up strategies (Lewis, 2006; 2007; Meyer & Sutton, 2006; 2007). The evaluation of the New England Cascade model (Wilkinson, 2006) of mathematics and science practices for young children showed that once a strong curriculum was developed with supporting materials, ideas of acceptable variation, and effective training-of-trainers, states could efficiently and effectively sponsor a cascade of professional development opportunities, with state experts training and supporting district or regional experts, and those experts in turn training and supporting local practice. In this case, the knowledge and skill acquisition and the implementation of effective strategies was just as strong at the local level as the direct provision of professional development services by experts in the field.

Performance measures and evaluation: For the academy project, the following performance measures will be used to determine effectiveness. In terms of *product development,* by spring 2010, at least four curriculum modules and four unit plans will be developed for STEM disciplines in high school. In addition, by summer 2010, a three day summer institute featuring best practices in STEM disciplines and service learning and consistent with effective practices in professional development will be developed and implemented. In terms of *participant development,* by spring 2010, a cadre of experts in STEM will be developed; by spring 2010, administrators and master teachers from at least two demonstration sites in each region will receive high quality professional development in the STEM disciplines; and by spring 2011, at least 25 pupils from at least ten schools in each region will participate in high quality STEM courses taught by educators who have attended professional development in research-based strategies to help pupils master STEM disciplines.

Impacts: Pupils in participating classrooms will show a greater increase on formative assessment in mathematics, science, technology, and/or engineering (whichever STEM discipline is addressed) than their nonparticipating peers in the same school or district; pupil attendance levels in participating schools or classrooms will increase relative to average attendance levels in the past; participation in junior and senior level STEM courses will increase relative to average enrollment in the past; school climate scores as rated by both teachers and pupils at participating schools will increase relative to their nonparticipating peers; demonstration sites will sustain their approach to STEM teaching using service learning and other research-based pedagogies over the course of the grant.

Financing of academies: As they grow, the academies should be a state/business partnership with both members of the partnership funding a portion of the academies' expenses. This partnership (which resembles matching funds coming from the regional business and industry) must develop long-term collaboration and financial support. Academy funding would be awarded through a competitive grant process. Eligible applicants would be regional PK-16 councils (linking PK-12, technical colleges, University of Wisconsin 2- and 4-year institutions, and private colleges and universities). A potential budget for STEM academies for 2009-11 is as follows:

STEM Academies Budget

	FY10	FY11
Development of STEM curricular models and unit plans	$40,000	$15,000
Summer institute	10,000	0
Program evaluation	0	30,000
Regional grants to STEM academies*	200,000	1,000,000
Conference calls and web meetings for development team	500	500
Online support through project management website	2,500	2,500
Professional development for physical capacity grants	0	100,000
BIENNIAL TOTALS	$253,000	$1,148,000

*Regional grants to STEM academies are detailed as follows: FY10: $50,000 x four STEM academies = $200,000; FY11: $250,000 x four STEM academies = $1,000,000

Component #4: Project Lead the Way

Project Lead the Way (PLTW) is a not-for-profit organization dedicated to preparing middle and high school pupils for careers in the technical, high wage sector of engineering and engineering technology. PLTW started in 1996 in upstate New York with funding from an entrepreneur and his family. The organization believes that, to stay globally competitive, America needs to systemically strengthen education in technology and engineering.

The Kern Family Foundation Board of Directors, based in Waukesha, Wisconsin, agrees with the PLTW concept that to stay competitive, the U.S. needs a well-trained technical workforce and citizenry. In response to this well-documented need, the Kern Family Foundation has authorized the investment of more than $10 million to grow the PLTW network of schools in the Midwest. The Kern Family Foundation has a competitive grant process that provides start-up funding to public and private schools in Wisconsin, Illinois, Iowa and Minnesota to implement the PLTW program.

More than 2,200 middle and high schools in the country use engineering courses offered by PLTW, up from just 12 when the initiative started in 1997. In 2007-08, there were 115-120 Wisconsin schools offering PLTW courses.

Pupils who excel in PLTW courses can receive advanced standing in engineering technology associate-degree programs in nearly a third of Wisconsin's technical colleges and in some undergraduate engineering programs, including the Milwaukee School of Engineering and Purdue University.

The Department currently spends a $250,000 statutory allocation directly with the PLTW National Office. In turn, PLTW returns 100 percent of the money to Wisconsin's PLTW schools (the National Office keeps nothing for administering the money). The schools use the money for teacher professional development and/or the software lease that is essential to be in the program. Current law prohibits the Department from encumbering any funds from the PLTW appropriation after June 30, 2009. This request would change the sunset date of the appropriation to June 30, 2011, thus allowing the expenditure with PLTW to continue.

Statutory Language

The Department is proposing statutory language related to this request. See *Wisconsin Education for STEM* in the Statutory Language section of this document.

STATE OF WISCONSIN – LEGISLATIVE REFERENCE BUREAU

LRB Research (608-266-0341) Library (608-266-7040) Legal (608-266-3561) LRB

DPI: Paul Sandrock 267-3726

Academies
- school entity delivering instruction for gifted teach, juniors & seniors in ~~sci~~ stem on-site & distance

- = ~~pt~~ model / lab school for schools staff development (eg. 3 weeks) on site & distance

summer institutes also for ↑

who ~~is~~ applies & runs?
4-5 perm. staff
~100 students
(70-100)

- DPI funds costs to run academy
entity running specified in application

need collaborative ~~effort~~ group
in physical agent
- sch dist
- tc dist.
- uw / priv. college

$ not for new bldg

~~sch dist w/ link to w~~

any person sch spec w/ K w/ sch. dist
tc. dist
univ/ priv. college

legal entity = pub sch dist

(gen enrollment
youth options)

≠ charter school
bec. not focused on entire curriculum

~~upto 25,000~~ cd be minim # to be served

GRANTS

[1] existing: middle & h.s.

[2] tchr/equipment
cap improvements
w/DSA

[3] each of 4 academies } 2009-10 upto 50,000 preliminary $
2010-11 250,000 & thereafter
upto

look for private partners
& other grants lower cost

(support) one factor in application
(not a must can't bar other
support)

Date (time) needed _____ LRB- 0424 / 1

PG : bjk :

DOA BUDGET DRAFT

Use the appropriate components and routines developed for bills.

>>FOR BUDGET — NOT READY FOR INTRODUCTION<<

AN ACT . . . [DO NOT generate catalog]; **relating to:** the budget. . . . . .

. . . . . .

. . . . . .

SA ✓
X-ref ✓

Analysis by the Legislative Reference Bureau

If titles are needed in the analysis, in the component bar:
For the main heading, execute: . . . . . **create → anal: → title: → head**
For the subheading, execute: . . . . . **create → anal: → title: → sub**
For the sub-subheading, execute: . . . . . **create → anal: → title: → sub-sub**
For the analysis text, in the component bar:
For the text paragraph, execute: . . . . . **create → anal: → text**

(a+'d) (out of order)

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION #.

STET

SEC. CR; 20.255 (1) (dg)

B

I

20.255 (1) (dg) Principal repayment and interest; capital science, technology, engineering and mathematics projects.

No 4 A sum sufficient to reimburse s. 20.866 (1) (u) for the payment of principal and interest costs incurred in ~~providing funds~~ financing the grants under s. 115.40 (1) and to make payments under an agreement or ancillary arrangement entered into under s. 18.06 (8) (a).

MP

~~4C 20.866 (2) (2i)~~

~~$5M~~

~~for grants~~

→ Note: bud

X

SEC. CR. 20.255 (2) (fv)

20.255 (2) (B) (fv) Science, technology, engineering, and mathematics academies. The amounts in the schedule for grants to establish science, technology, engineering, and mathematics academies under s. 115.40 (2).

(I)

X

Section #. 20.255 (3) (dn) of the statutes is amended to read:

20.255 **(3)** (dn) *Project Lead the Way grants.* The amounts in the schedule for annual grants to Project Lead the Way to provide discounted professional development services and software for participating high schools in this state. No moneys may be encumbered under this paragraph after June 30, ~~2009~~ 2011 ✓

History: 1971 c. 42, 56, 125; 1971 c. 152 s. 38; 1971 c. 154 s. 80; 1971 c. 211 ss. 24, 126; 1971 c. 215; 1973 c. 89 s. 20 (2); 1973 c. 90, 190, 243, 300, 307, 333, 336; 1975 c. 39 ss. 97 to 109, 732 (1); 1975 c. 105, 220, 224, 395; 1977 c. 26 s. 75; 1977 c. 29; 1977 c. 83 s. 26; 1977 c. 418 ss. 88m to 90, 929 (55); 1979 c. 34 ss. 164 to 191, 2102 (43) (a); 1979 c. 221 ss. 96e to 97w, 2200 (43); 1979 c. 331; 1979 c. 346 ss. 9, 15; 1981 c. 20, 86, 169; 1981 c. 314 s. 146; 1983 a. 22 s. 6; 1983 a. 27 ss. 158 to 212, 2200 (42), 2202 (42); 1983 a. 192; 1983 a. 333 s. 6; 1983 a. 370; 1985 a. 29, 56, 75, 120; 1987 a. 27, 339, 399; 1989 a. 31, 56, 114, 122, 269, 299, 309, 336, 359; 1991 a. 32, 39, 196, 269; 1993 a. 16, 168, 367, 377, 437, 454, 458, 490, 491; 1995 a. 27 ss. 563, 567 to 599, 622, 623, 9145 (1); 1995 a. 49, 227; 1997 a. 27, 113, 164, 237, 252; 1999 a. 9, 185; 2001 a. 16, 57, 105, 109; 2003 a. 33; 2005 a. 25, 43; 2007 a. 20.

Section #. 20.866 (1) (u) of the statutes is amended to read:

20.866 **(1)** (u) *Principal repayment and interest.* A sum sufficient from moneys appropriated under sub. (2) (zp) and ss. 20.115 (2) (d) and (7) (b), (f), and (s), 20.190 (1) (c), (d), (i), and (j), 20.225 (1) (c) and (i), 20.245 (1) (e) and (j), 20.250 (1) (c) and (e), 20.255 (1) (d), 20.285 (1) (d), (db), (im), (in), (je), (jq), (kd), (km), and (ko) and (5) (i), 20.320 (1) (c) and (t) and (2) (c), 20.370 (7) (aa), (ac), (ag), (aq), (ar), (at), (au), (bq), (br), (ca), (cb), (cc), (cd), (ce), (cf), (cg), (ea), (eq), and (er), 20.395 (6) (af), (aq), (ar), and (au), 20.410 (1) (e), (ec), and (ko) and (3) (e), 20.435 (2) (ee) and (6) (e), 20.465 (1) (d), 20.485 (1) (f) and (go), (3) (t) and (4) (qm), 20.505 (4) (es), (et), (ha), and (hb) and (5) (c), (g), (kc), and (kd), 20.855 (8) (a), and 20.867 (1) (a) and (b) and (3) (a), (b), (bm), (bn), (bp), (bq), (br), (bu), (bv), (g), (h), (i), and (q) for the payment of principal, interest, premium due, if any, and payment due, if any, under an agreement or ancillary arrangement entered into under s. 18.06 (8) (a) relating to any public debt contracted under subchs. I and IV of ch. 18.

History: 1971 c. 42; 1971 c. 100 s. 23; 1971 c. 125, 211, 215, 236, 307, 330, 336; 1973 c. 90 ss. 148 to 149m, 555m (2); 1973 c. 333; 1975 c. 26, 39, 40, 41, 200, 224, 422; 1977 c. 4, 6; 1977 c. 29 ss. 385 to 387, 1650m (4), 1656 (43); 1977 c. 418; 1979 c. 4; 1979 c. 34 ss. 675a to 677v, 2102 (6) (a), (39) (a), (52) (a); 1979 c. 107, 221; 1981 c. 1 ss. 17, 18, 47; 1981 c. 20, 108, 317, 336; 1983 a. 27; 1983 a. 36 s. 96 (4); 1983 a. 97, 192, 195, 212; 1983 a. 410 s. 2202 (2); 1985 a. 6; 1985 a. 8 ss. 4, 12; 1985 a. 29 ss. 589m to 598, 3202 (23) (c), (26) (a), (53) (a); 1985 a. 77, 120, 332; 1987 a. 27, 295, 298, 399, 403, 409; 1989 a. 31, 46, 107, 122, 219, 336, 359, 366; 1991 a. 39, 51, 269, 309, 324; 1993 a. 2, 16, 98, 115, 213, 343, 377, 413, 437, 453, 485; 1995 a. 27 ss. 1159 to 1168s, 9126 (19), 9145 (1); 1995 a. 40, 57, 60, 113; 1995 a. 216, s. 30m and 9127; 1995 a. 227, 246, 372, 388, 416, 452; 1997 a. 27, 35, 61, 164, 237, 252; 1999 a. 4, 9, 146; 1999 a. 150 s. 672; 1999 a. 184; 2001 a. 12, 16, 103, 109; 2003 a. 33, 64, 91, 129; 2005 a. 1, 22, 25, 102, 300; 2007 a. 5; 2007 a. 20 ss. 582 to 597s, 9121 (6) (a); 2007 a. 226.

SEC. CR. 20.866(2)(zha) (I)

20.866 (2) (B) (zha) Public instruction; sciences, science, technology, engineering, and mathematics capital projects. From the capital improvement fund, ~~as a continuing appropriation, the~~ a sum sufficient ~~amounts in the schedule~~ for grants to school districts for sciences, science, technology, engineering, and mathematics, mathematics capital projects under s. 115.40(1). The state may contract public debt in an amount not to exceed $25,000,000 for this purpose.

SEC. CR. 115.40

115.40 Sciences, technology, engineering, and mathematics; capital projects and academies.

(1) CAPITAL PROJECTS. Beginning in the 2010–11 school year, the department shall award grants to school districts to assist in modernizing their middle school and high school classrooms in order to accommodate sciences, technology, engineering, and mathematics courses.

(2) The department shall review grant applications and select grant recipients in conjunction with the department of administration.

(3) The department shall award grants under this subsection from the appropriation under s. 20.866(2)(zha).

(4) The department may not award in any school year more than $5,000,000 in grants under this subsection.

(2) ACADEMIES (a) A school district, in conjunction with another school district, a cooperative educational service agency, a technical college district, college district, or an institution of higher education, may apply to the department for a grant to establish an academy offering specialized science, technology, engineering and mathematics courses to high school juniors and seniors, both on the premises and through distance learning. The department shall award grants for the establishment of 4 academies, each located in a different geographic area of the state.

(b) The department shall promulgate rules establishing criteria for evaluating grant applications and awarding grants under this subsection.

(c) The department shall award grants under this subsection from the appropriation under s. 20.255 (2) (fv) in the grant awarded in the 2009-10 school year is for start-up costs and may not may not exceed $50,000 in the grant awarded in the 2010-11 school year or in any school year thereafter may not exceed $250,000.

End

ANALYSIS

EDUCATION ✓

PRIMARY AND SECONDARY EDUCATION ✓

This bill authorizes the state to contract ✓ authorizes $25,000,000 ✓ in public debt to generate funds for DPI to award grants to school districts for the modernization of classrooms in order to accommodate science, technology, engineering, and mathematics courses. No more than $5,000,000 may be awarded in any fiscal year.

The bill also directs DPI to award four ← four ✓ grants to school districts working in conjunction with another school district, a cooperative educational service agency, a technical college district, or an institution of higher education to establish an academy offering specialized science, technology, engineering, and mathematics

courses to high school juniors and seniors.

¶ Finally, the bill ~~also~~ extends DPI's authority to award annual grants to Project Lead the Way through the 2010-11 fiscal year ~~The Project~~ in order to provide discounted professional development services and software to participating high schools.

→ FE-Ω

Grant, Peter

From: Skwarczek, Marta A - DOA [Marta.Skwarczek@Wisconsin.gov]
Sent: Wednesday, January 21, 2009 5:12 PM
To: Henry, Patty
Cc: Hanaman, Cathlene; Grant, Peter
Subject: RE: LRB Draft: 09-0424/1 Bonding for science, technology, engineering, and mathematics (STEM) classrooms and grants

Please change the draft to only include the Project Lead the Way provision that extends the sunset date to 2011.

From: Henry, Patty [mailto:Patty.Henry@legis.wisconsin.gov]
Sent: Friday, October 17, 2008 12:17 PM
To: Skwarczek, Marta A - DOA
Cc: Hanle, Bob - DOA; Hanaman, Cathlene - LEGIS; Beadles, Kathleen - DOA
Subject: LRB Draft: 09-0424/1 Bonding for science, technology, engineering, and mathematics (STEM) classrooms and grants

Following is the PDF version of draft 09-0424/1.

2009 – 2010 LEGISLATURE

LRB–0424/1
PG:bjk:ph

DOA:.....Skwarczek, BB0122 – Bonding for science, technology, engineering, and mathematics (STEM) classrooms and grants

FOR 2009–11 BUDGET -- NOT READY FOR INTRODUCTION

AN ACT ...; **relating to:** the budget.

Analysis by the Legislative Reference Bureau

EDUCATION

PRIMARY AND SECONDARY EDUCATION

This bill authorizes the state to contract $25,000,000 in public debt to generate funds for DPI to award grants to school districts for the modernization of classrooms in order to accommodate science, technology, engineering, and mathematics courses. No more than $5,000,000 may be awarded in any fiscal year.

The bill also directs DPI to award grants to four school districts, working in conjunction with another school district, a cooperative educational service agency, technical college, district, or an institution of higher education, to establish an academy offering specialized science, technology, engineering, and mathematics courses to high school juniors and seniors.

Finally, the bill extends DPI's authority to award annual grants to Project Lead the Way through the 2010–11 fiscal year in order to provide discounted professional development services and software to participating high schools.

For further information see the ***state and local*** fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 20.255 (1) (dg) of the statutes is created to read:

20.255 **(1)** (dg) *Principal repayment and interest; science, technology, engineering, and mathematics capital projects.* A sum sufficient to reimburse s. 20.866 (1) (u) for the payment of principal and interest costs incurred in financing the grants under s. 115.40 (1) and to make payments under an agreement or ancillary arrangement entered into under s. 18.06 (8) (a).

****NOTE: This SECTION involves a change in an appropriation that must be reflected in the revised schedule in s. 20.005, stats.

SECTION 2. 20.255 (2) (fv) of the statutes is created to read:

20.255 **(2)** (fv) *Science, technology, engineering, and mathematics academies.* The amounts in the schedule for grants to establish science, technology, engineering, and mathematics academies under s. 115.40 (2).

SECTION 3. 20.255 (3) (dn) of the statutes is amended to read:

20.255 **(3)** (dn) *Project Lead the Way grants.* The amounts in the schedule for annual grants to Project Lead the Way to provide discounted professional development services and software for participating high schools in this state. No moneys may be encumbered under this paragraph after June 30, ~~2009~~ 2011.

SECTION 4. 20.866 (1) (u) of the statutes is amended to read:

20.866 **(1)** (u) *Principal repayment and interest.* A sum sufficient from moneys appropriated under sub. (2) (zp) and ss. 20.115 (2) (d) and (7) (b), (f), and (s), 20.190 (1) (c), (d), (i), and (j), 20.225 (1) (c) and (i), 20.245 (1) (e) and (j), 20.250 (1) (c) and (e), 20.255 (1) (d) and (dg), 20.285 (1) (d), (db), (im), (in), (je), (jq), (kd), (km), and (ko) and (5) (i), 20.320 (1) (c) and (t) and (2) (c), 20.370 (7) (aa), (ac), (ag), (aq), (ar), (at), (au), (bq), (br), (ca), (cb), (cc), (cd), (ce), (cf), (cg), (ea), (eq), and (er), 20.395 (6) (af), (aq), (ar), and (au), 20.410 (1) (e), (ec), and (ko) and (3) (e), 20.435 (2) (ee) and (6) (e), 20.465 (1)

(d), 20.485 (1) (f) and (go), (3) (t) and (4) (qm), 20.505 (4) (es), (et), (ha), and (hb) and (5) (c), (g), (kc), and (kd), 20.855 (8) (a), and 20.867 (1) (a) and (b) and (3) (a), (b), (bm), (bn), (bp), (bq), (br), (bu), (bv), (g), (h), (i), and (q) for the payment of principal, interest, premium due, if any, and payment due, if any, under an agreement or ancillary arrangement entered into under s. 18.06 (8) (a) relating to any public debt contracted under subchs. I and IV of ch. 18.

SECTION 5. 20.866 (2) (zha) of the statutes is created to read:

20.866 **(2)** (zha) *Public instruction; science, technology, engineering, and mathematics capital projects.* From the capital improvement fund, a sum sufficient for grants to school districts for science, technology, engineering, and mathematics capital projects under s. 115.40 (1). The state may contract public debt in an amount not to exceed $25,000,000 for this purpose.

SECTION 6. 115.40 of the statutes is created to read:

115.40 Science, techology, engineering, and mathematics; capital projects and academies. (1) CAPITAL PROJECTS. Beginning in the 2010–11 school year, the department shall award grants to school districts to assist in modernizing their middle school and high school classrooms in order to accommodate science, technology, engineering, and mathematics courses. The department shall review grant applications and select grant recipients in conjunction with the department of administration. The department shall award grants under this subsection from the appropriation under s. 20.866 (2) (zha). The department may not award in any school year more than $5,000,000 in grants under this subsection.

(2) ACADEMIES. (a) A school district, in conjunction with another school district, a cooperative educational service agency, a technical college district, or an institution of higher education, may apply to the department for a grant to establish an academy

offering specialized science, technology, engineering, and mathematics courses to high school juniors and seniors, both on the premises and through distance learning. The department shall award grants for the establishment of 4 academies, and located in a different geographic area of the state.

(b) The department shall promulgate rules establishing criteria for evaluating grant applications and awarding grants under this subsection.

(c) The department shall award grants under this subsection from the appropriation under s. 20.255 (2) (fv). A grant awarded in the 2009–10 school year is for start–up costs and may not exceed $50,000. A grant awarded in the 2010–11 school year or in any school year thereafter may not exceed $250,000.

(END)

State of Wisconsin
2009 - 2010 LEGISLATURE

LRB-0424/2
PG:bjk:rs

DOA:.....Skwarczek, BB0122 - Bonding for science, technology, engineering, and mathematics (STEM) classrooms and grants

FOR 2009-11 BUDGET -- NOT READY FOR INTRODUCTION

AN ACT ...; **relating to:** the budget.

Analysis by the Legislative Reference Bureau

EDUCATION

PRIMARY AND SECONDARY EDUCATION

This bill extends DPI's authority to award annual grants to Project Lead the Way through the 2010-11 fiscal year in order to provide discounted professional development services and software to participating high schools.

For further information see the ***state and local*** fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 20.255 (3) (dn) of the statutes is amended to read:

20.255 **(3)** (dn) *Project Lead the Way grants.* The amounts in the schedule for annual grants to Project Lead the Way to provide discounted professional

development services and software for participating high schools in this state. No moneys may be encumbered under this paragraph after June 30, ~~2009~~ 2011.

(END)